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ABSTRACT

An outline of the knowledge and skills to be taught at grade three in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for grade three, communities, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special events appropriate for coverage at the third grade level is also provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations in several widely used social studies textbooks. For grade three, the areas of study covered are: people in communities, differences in communities, communities and their environment, community resources, community change, and community government. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

DS Manual 2110.3
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GRADE 3

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

GRADE THREE (Communities)

The theme "communities" for the third grade social studies program has been divided into six categories:

1. People in Communities
2. Differences in Communities
3. Communitites and their Environment
4. Comunity Resources
5. Communities Change
6. Community Government

Contributions of ethnic groups are an important factor in this study. Growth and historical development of communities tie in closely with these groups -- how they work and how they spend their leisure time together.

Family units from all over the world, their similarities and differences, are looked upon in detail. Social conflicts and possible solutions, give and take, are the basis of a cohesive community. Political divisions of community, state, and nation will be described and analyzed.

An emphasis has been put on the study of geography. The work with maps and globes will be expanded into the study of latitudes and longitudes, time zones, legends, and weather stations.

All objectives must be addressed while activities are suggested. Activities are aimed at developing a positive self-image and gaining deeper understanding of a modern society. Host nation concepts have been incorporated in many of the activities for this study. Time allocation for social studies in grade three is 180 minutes per week.

The elementary literature guide, Literature: A Quest for Life, has been designed so that the literary themes coordinate with the social studies focus for each grade level.

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HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Election Day
Veterans Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Asian/Pacific American Week
Mother's Day
Memorial Day

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (September)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
A. People in communities. 1. People make a community. a. Urban b. Suburban c. Rural	1.1 Classify communities into urban, suburban, and rural; list ways in which each helps the other. (ANTHROPOLOGY) 1.2 Identify reasons people choose to live in certain communities. (ANTHROPOLOGY)	pp 1-7	pp 14-19	pp 13-21	p 51	A-1 Trace the development of your local or nearby host nation city. Gather information about the city, its history, and the effects that interaction of individuals and groups had on its growth. Check tourist offices and libraries. Look at old maps and and drawings of how the city looked in the past. Compare with a U.S. city. Investigate the following: a. When did the city start? b. What attracted original settlers? c. What kind of work did people do? d. Who were the leaders? e. What made the city grow? f. Were there any famous citizens? g. What modern problems arose? Make and display posters about the city. Students will discover that areas of population change. Many formerly important places are small provincial towns today and small villages in medieval times are large cities today.
2. People everywhere are alike and different. a. Compare communities b. Contrast communities	2.1 Know that individual abilities and differences exist. (PSYCHOLOGY) 2.2 List a range of individual characteristics. (PSYCHOLOGY)					A-2 The teacher can draw a chart on the board labeled "similarities" and "differences" of people. Student contributions will be written down. Then characteristics will be grouped and analyzed. Pupils will make personalized name tags with a hobby added to the name tag. Students will group according to interests and discuss them.

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (September)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.3 Know meaning of the term self-concept. (PSYCHOLOGY)					
	2.4 Identify and produce personal information about self, families, and environments. (HISTORY)					
	2.5 Compare and contrast two or more cultures in terms of contributions, attitudes, and ideas. (HISTORY)					
3. People have basic needs. a. Food b. Clothing c. Shelter	3.1 Describe different types of food and clothing of specific cultural groups. (SOCIOLOGY)	pp 20-25 pp 38-42	pp 38-46	X*	X	A-3 Do an "Around-the-World" scavenger hunt. Divide students into teams of 4-5 to find products and crops from various parts of the world. Give students a list of countries to be researched plus a world map. Find as many as possible. Work time: One week. Students will bring in examples and their maps and share with the rest of the class. Set up a make-believe market with real or plastic fruit. Native dress: Have mothers from different countries model costumes native to their land of birth.
	3.2 Recognize that man shapes and adapts his environment to meet his needs. (ANTHROPOLOGY)					
	3.3 Know that emotions are responses to what is happening in and around a person. (PSYCHOLOGY)					

* X = Indicates no material on this topic.

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (September)

AREA OF STUDY/CONTENT	OBJECTIVES		AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Community members have roles and must work together. a. Fire fighters b. Safety department workers c. Health department workers (doctors and nurses) d. Public works employees	4.1	Describe the role and function of the individual within each group to which he belongs. (PSYCHOLOGY)	pp 88-101	pp 64-71	pp 31-41	X	A-4 Interview community helpers. Show how each of these people contribute to the safety of the community and show what each citizen must do to cooperate, i.e., each student must learn traffic rules and signs. Ways of fire prevention will be discussed. A study trip to the fire station is the reward for their research. Visit to the dispensary - doctors and nurses at work. Visit to the post office - how mail is handled. Visit to a bakery - see how bread is made. Assembly line, mass production: Today the children will be factory workers, making a product similar to the one factory workers would assemble. Place mats would be a good example. The working process would be done in small steps which are given by the teacher: a. Fold construction paper in half. b. Cut slits into the paper. c. Use different color strips which have been cut. d. Weave these strips through the slits of the construction paper. An assembly line could be set up as follows. Four small groups will work on one work process each. Question, "Is it faster to work on an assembly line, or is it faster to complete the product individually?" Bring in woven materials and compare the two products.
	4.2	List a set of expected responsibilities of a member of a group. (PSYCHOLOGY)					

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (September)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
5. People in communities belong to groups within their communities. a. Youth clubs b. Organizations c. Civic groups	5.1 List a set of groups within which each individual is a member. (PSYCHOLOGY) 5.2 Identify contributions made by individuals and groups of a particular culture/ethnic grouping to society as a whole. (ANTHROPOLOGY) 5.2 Complete a simple form request: name, address, and telephone number. (SKILLS)	X	pp 26-32	pp 254-255	X	A-5 List groups to which children or their parents belong and arrange them on a relationship chart. Show how these groups help each other and work for a common cause.

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October)

AREA OF STUDY/CONTENT	OBJECTIVES		AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
B. Differences in communities. 1. People have different ways of working together and have different lifestyles. a. Geographical locations b. Cultural aspects of a mixed population c. Urban, suburban and rural comparisons	1.1	Identify differences in lifestyles in relationship to geographical location. (HISTORY)	p 200	pp 60-69 pp 118-137		X	B-1 a. Find out from students in what ways they and their families adjusted to a foreign setting after their move, i.e., weather, language, food, housing, clothing, shopping, manners, leisure activities, etc. The class should determine what adjustments were necessary and which ones would be desirable. What would happen if families had to shop exclusively in local native stores. b. Assemble pictures from magazines showing people of all ages engaged in various activities. Have them write which activities are international, which are local or can be done only in a specific country. c. After celebrating a patriotic holiday, discuss a new holiday for a person or an event which is important to our country. Have them write a short report stating reasons why this should be a holiday. Biographical studies of famous people can be done in association with the holidays. The teacher should consider racial, sexual, and ethnic balance. d. The class can be brought to the computer room and the students can be shown how to make responses on the computer in reference to cities with large populations in various states, i.e., what is the largest city in California?
	1.2	Recognize some beliefs and values identified or exhibited in this and societies in different times and places. (SOCIOLOGY)					
	1.3	Describe different cultural customs of specific holiday celebrations. (SOCIOLOGY)					
	1.4	Demonstrate committee skills. (SKILLS)					
	1.5	Work in a committee. (SKILLS)					
	1.6	Compare the problems of metropolitan areas and non-metropolitan areas. (ANTHROPOLOGY)					

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	1.7 Distinguish between various types of climate and describe typical life-styles in each. (ANTHROPOLOGY)					e. Using "It's a Small World" theme, the global universality of our needs may be developed by gathering and sharing pictures, books, and media depicting families in other cultures meeting their basic needs.
	1.8 Prepare a simple written report. (SKILLS)					
2. The challenge of the environment varies in different places.	2.1 Locate major cities on a map. (GEOGRAPHY)					B-2 Review facts about a rural community in the United States with similar ones in South America, the Middle East, Asia, and Canada. Explore climatic conditions and their effect on people. Balance the study of rural farming and rural non-farming communities.
	2.2 Recognize and compare natural features on a map to include: mountains, rivers, oceans, lakes, flat lands, and valleys. (GEOGRAPHY)					
	2.3 Recognize that man shapes and adapts his environment to meet his needs. (ANTHROPOLOGY)					
	2.4 Identify the relationships between human beings and the physical environment and describe the consequences of these relationships. (SOCIOLOGY)					

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.5 Identify the symbols used for capital cities on a map. (GEOGRAPHY)					
	2.6 Provide specific illustrations of social studies generalizations dealing with increasingly advanced materials. (DECISIONMAKING)					

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October - November)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
C. Communities depend on and interact with their environments. 1. People must adapt to their environments. a. Geographic setting b. Physical environment	1.1 Identify the significance of places of local historical importance. (HISTORY) 1.2 Know the concept of ideal population. (SOCIOLOGY) 1.3 Identify the relationships between human beings and the physical environment and describe the consequences of these relationships. (SOCIOLOGY) 1.4 Examine ways in which beliefs, behaviors, and traditions are transmitted in various cultures. (SOCIOLOGY) 1.5 Describe influences and contributions of family members in community historical development. (HISTORY)	pp 52-57 pp 74-75	pp 80-92 pp 98-112	pp 63-76	pp 54-55	C-1 a. Tell and picture how man would adapt to life on Mars. Imagine and write how a new invention would change our environment and lifestyle just as the automobile once did. b. Before and After: Draw pictures of how you imagine your block or your school site looked before people lived there and as it looks now. Bring family photos through the years in which changes in the house, yard, and street can be observed. c. Time Machine: Take a trip into the past with your time machine to investigate interaction between individuals and groups in another time period. Set the machine for a certain period of time in the past. It could be 50, 100, or 2,000 years ago. Study historic legends, folktales, paintings, old maps, and post cards. Visit museums and historic sites. The class should reconstruct the past looking for the following evidence: How did people depend on each other? Which roles were important? What kinds of tools were used? What methods of transportation and communication were used? How were children educated? How were laws enforced? What was the role of the military? What kind of housing and clothing did families have? Compare with the present, if possible.

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October - November)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	1.6 Evaluate contributions of various ethnic groups to the community's historical development. (HISTORY)					
	1.7 Demonstrate ability to put dates and events in chronological sequence. (HISTORY)					
2. People can change their environment. a. Community development b. Environmental influences c. Change in technologies	2.1 Compare and contrast changes in the environment resulting from specific inventions. (HISTORY)	pp 58-60 pp 80-83	pp 72-74	pp 80-83	pp 87-104	C-2 Roleplaying: Have children act out how future changes in technology may change their lives, i.e., trains may run on magnetic fields; solar power may be used in homes; satellites will improve communication; better balance of nature; organic food, no sprays will be used.
	2.2 Recognize community changes emphasizing their constructive and destructive effects on future development. (HISTORY)					
	2.3 Identify possible changes that would take place in the environment if specific natural or human resources did not exist. (HISTORY)					

Grade Level: Third Grade

Marking Period: 1st quarter

Suggested Time Frame: 4 weeks (October - November)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.4 Know the tentative nature of hypotheses. (DECISION-MAKING)					
	2.5 Locate, analyze, and select information. (DECISIONMAKING)					
	2.6 Organize and summarize information. (DECISION-MAKING)					
	2.7 Draw inferences and generalizations from evidence. (DECISION-MAKING)					
	2.8 Know that as peoples' ideas and technologies change, their ways of living and use of the environment may change. (ANTHROPOLOGY)					

Grade Level: Third Grade

Marking Period: 2nd quarter

Suggested Time Frame: December - February

AREA OF STUDY/CONTENT	OBJECTIVES		AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
D. Community resources. 1. The Earth a. Map and globe skills 1. Latitude 2. Longitude 3. Meridians 4. Study of legends 5. Type of maps a. Political b. Population c. Topographic d. Weather	1.1	Know that water covers most of the earth's land mass. (GEOGRAPHY)	pp 97, 177, 191	pp 20, 76, 114, 115 230	pp 21-28	pp 3-23	D-1 a. (1) Using maps and globes: Find the United States and host nation country on a globe and on a flat map. Determine the distance between the two. Discuss bodies of water between them. Students who have lived in other countries should identify these on the globe and map. What are the border countries? Locate special land forms such as mountains, grasslands, deserts, etc. Find large cities and capitals in both countries. Find the city of your birth. (2) Locate the equator and develop the concept of Northern and Southern Hemispheres. Discuss cardinal directions (points of the compass) and how the needle will point to the north. (3) Make a neighborhood map; draw all buildings that are familiar to the students. If you walk to school, which direction do you have to take? (4) Cut a rubber ball in sections as you would the peel of an orange. Flatten it out and demonstrate how a world map is distorted when seen on a flat surface. (5) Make a weather station: Weather changes from season to season. Place a thermometer (Fahrenheit and centigrade) outside. Record the temperature over a period of time. Does climate influence daily activities? Are some jobs related to climate? Does climate affect the clothing we wear?
	1.2	Use the sun and shadows to determine cardinal directions. (GEOGRAPHY)					
	1.3	Recognize and compare natural features on a map to include: mountains, rivers, oceans, lakes, flatlands, and valleys. (GEOGRAPHY)					
	1.4	Show on a globe the division of the earth by the equator into the Northern and Southern Hemispheres. (GEOGRAPHY)					
	1.5	Locate places on a map that are currently in the news. (GEOGRAPHY)					
	1.6	Note how the color on a map distinguishes one country from another. (GEOGRAPHY)					

Grade Level: Third Grade

Marking Period: 2nd quarter

Suggested Time Frame: December - February

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	1.7 Use abbreviations commonly used in social studies materials. (SKILLS)					
b. Natural resources 1. Types of natural resources 2. Uses of natural resources 3. Abuses of natural resources	1.8 Identify the relationships between human beings and the physical environment and describe the consequences of these relationships. (SOCIOLOGY) 1.9 List the resources available in a metropolitan area in the United States and in other countries. (ANTHROPOLOGY) 1.10 Skim to get an overview of material or to locate specific information. (SKILLS) 1.11 Use the card catalog. (SKILLS)	p 18	pp 52-55	pp 144-151	pp 27-47 pp 207-213	b. (1) Resources and goods need to be moved from one place to another, from mines to factories, from farms to markets, from forests to saw mills, from stores to homes, from city to city, from one country to another country. Investigate modes of transportation, such as, trains, trucks, ships, and planes. Illustrate showing the goods being transported. Make a large mural of such a transportation chain. (2) Start a garden plot on school grounds and have children watch fruit and vegetables grow. Have them produce their own fertilizer from leaf mulch gathered from the year before. Harvesting salad, tomatoes, beans, and peas are the highlight of a semester's work. Use the produce in a cooking session. Eat with the class.

Grade Level: Third Grade

Marking Period: 2nd quarter

Suggested Time Frame: December - February

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
2. People are resources. a. Human resources 1. People work to meet their needs. 2. People work to meet community needs.	2.1 State ways in which resources are used to solve problems. (ANTHROPOLOGY) 2.2 Know that as peoples' ideas and technologies change, their ways of living and use of the environment may change. (ANTHROPOLOGY) 2.3 Demonstrate an understanding of economics by participating in the operation of a token economy (i.e., classroom store) and/or mini-society. (ECONOMICS) 2.4 Describe the influence of values and beliefs on laws of conservation. (POLITICAL SCIENCE)	pp 86-101	X	pp 144-151	pp 36-41	D-2 a. (1) People are resources; they depend on tools to help them in their work. Explore with the class what kinds of people we need and what kinds of tools they must have to do their jobs: mothers, fathers, teachers, firemen, doctors, secretaries, bus drivers, mailmen, carpenters, factory workers, farmers, fishermen, cooks, etc. The Army has service personnel who carry out important tasks (visit a computer room). (2) Class will initiate activities which involve cleaning up litter around school and community.

Grade Level: Third Grade

Marking Period: 2nd quarter

Suggested Time Frame: December - February

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
b. Economics 1. Goods and services 2. Money management 3. Supply and demand	2.5 Know that money buys goods and services. (ECONOMICS)					b. (1) How much is the dollar worth in the local currency? The student will need to investigate both the U.S. and local currency, examining and comparing the most basic coins and bills used in each country. Find out what person or object is illustrated on each, how much it is worth, and when it was minted or printed. Using a workable conversion rate which the students can easily handle, the class can make its own play money on both currencies. After practice in converting U.S. currency, the teacher displays several inexpensive local items varying in price and asks the class to estimate their value in U.S. prices. Rank items from cheapest to most expensive. (Items could include trinkets, toy cars, pencils, erasers, candy, etc.)
	2.6 Know that money is one way of keeping a record of goods and services bought and sold. (ECONOMICS)	p 98				
	2.7 Explain the relationship between choice and budget. (ECONOMICS)					
	2.8 Know that money can be budgeted. (ECONOMICS)					
	2.9 Compare costs of items. (ECONOMICS)					(2) Discuss taxes with students. Talk about sales tax, state and federal income tax, and how revenues were collected in medieval times. Mention tariffs on imported goods and how they can protect the local economy.
	2.10 Demonstrate the ability to save for a specific item. (ECONOMICS)					
	2.11 Know the terms: specialization, market, economic choice, unlimited wants, limited resources, markets for goods, and markets for services. (ECONOMICS)					(3) Organize a treasure chest. Students collect various items of interest to them (rocks, bark, pressed flowers, fossils, etc.). Have them set it out at the end of 4 weeks and discuss value for resale, sentimental value, or just the pleasure of collecting things.

Grade Level: Third Grade

Marking Period: 2nd quarter

Suggested Time Frame: December - February

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.12 Identify the terms income and expense in a monetary budget. (ECONOMICS)					
	2.13 Analyze classified ads appropriate to that grade level. (ECONOMICS)					

Grade Level: Third Grade

Marking Period: 3rd quarter

Suggested Time Frame: 6 weeks (Feb. - April)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
E. Community change. 1. Cultural heritage a. History b. Culture 1. Beliefs 2. Values	1.1 Identify a sequence of things or ideas. (SKILLS)	pp 133-141 pp 206-217	pp 193-202	pp 197-205	X	E-1 a. Sharing cultures: Find out if any local nationals moved permanently to America. Why did they go? Where did they settle? Did they as a group begin new communities? Are any of them especially famous? Did they keep their native language and customs or did they change? Are there any words, names of places, or customs which Americans learned from these people? b. Dramatize different manners and acceptable behavior within different cultures.
	1.2 Compare the various ways conflict has been resolved in different cultures and societies. (DECISION-MAKING)					
	1.3 Identify and explain cultural views as a contributing factor to issues, problems, and solutions. (SOCIOLOGY)					
	1.4 Recognize some beliefs and values identified or exhibited in this and other societies in different times and places. (SOCIOLOGY)					
	1.5 Identify problems encountered by select culture/ethnic groups. (ANTHROPOLOGY)					

Grade Level: Third Grade

Marking Period: 3rd quarter

Suggested Time Frame: 6 weeks (Feb. - April)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
2. Interaction with others a. Historical influence b. Present experience c. Future development	2.1 Recognize community changes emphasizing their constructive and destructive effects on future development. (HISTORY) 2.2 Compare and contrast changes in the environment resulting from specific inventions. (HISTORY) 2.3 Know ways in which school experience may influence one's personal growth and development. (PSYCHOLOGY) 2.4 Know that culture influences the development of his or her behavior, attitudes, values, and opinions. (PSYCHOLOGY) 2.5 Examine ways in which beliefs, behaviors, and traditions are transmitted in various cultures. (SOCIOLOGY)	pp 150-153 pp 158-159 pp 198-199 pp 202-206	pp 111-113	pp 218-227	pp 52-59	E-2 a. Cultural traits, behavior roles, customs, values, and leadership styles from earlier times can be examined from legends and folktales. After sharing some of these stories, the class may break into smaller groups to plan a dramatic presentation of one of the stories with appropriate props. The parts can be acted out by the students or done with puppets. Students should compare between times portrayed in the story and present times b. All groups have leaders. They help the group take action together through some kind of authority. Examine some of the most important leaders of the past. How did they become leaders? How were they chosen? How did they maintain their leadership? In what way did they use their authority? How did they punish and reward people? What were they most famous for? Are there any legends about them? Did they loose their leadership? c. Have students make sociograms identifying people they work, play, and study with at school.

Grade Level: Third Grade

Marking Period: 3rd quarter

Suggested Time Frame: 6 weeks (Feb. - April)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.6 Describe social conflict among individuals, groups, and nations and the difficulties in achieving peace. (SOCIOLOGY)					
	2.7 Work in a committee. (SKILLS)					
	2.8 Demonstrate committee skills. (SKILLS)					

Grade Level: Third Grade

Marking Period: 4th quarter

Suggested Time Frame: 6 weeks (April - May)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
F. Community government. 1. Forms of government a. Local b. State c. National 1. President 2. Congress 3. Supreme Court d. Foreign government	1.1 Know that government exists at local, state, and national levels. (POLITICAL SCIENCE) 1.2 Know the functions of community service organizations. (POLITICAL SCIENCE) 1.3 Know the executive leader at local, state, and national level. (POLITICAL SCIENCE) 1.4 Describe the responsibility of an elected official. (POLITICAL SCIENCE) 1.5 Adapt rate and technique of reading according to various kinds and purposes of material. (SKILLS) 1.6 Identify the law enforcement authorities in the community. (POLITICAL SCIENCE)	pp 175-176	p 36 pp 164-172	pp 175-189	p 98	F-1 a. When the class is studying the development of government, laws, the Bill of Rights, and the Constitution of the United States, it could, in simple terms, be compared to the host nation government. Rights and responsibilities, which the citizens of both countries have, can be analyzed. Possibly contrast the current system with earlier times when citizens had fewer freedoms. Maybe the local city hall could be visited. b. Have a mock court session. It will include a judge, jury, the accused, and an audience at the trial. c. Community officials issue passports. Make a passport. Students need a 6" x 8½" piece of construction paper. Have them fold it in half and decorate the front similar to a real one. Have students make a sheet with the following information and glue it inside of the passport: Last name, first name Birth date Birth place Hair color Color of eyes Height Weight Issue date Expiration date Signature Picture (drawn)

Grade Level: Third Grade

Marking Period: 4th quarter

Suggested Time Frame: 6 weeks (April - May)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	1.7 Describe the functions of community officials. (POLITICAL SCIENCE)					
2. Resolving conflict a. Compromise b. Solution	2.1 Define terms: freedom, responsibility, and consequence. (PSYCHOLOGY)	p 73	pp 94-95	pp 169-174	X	F-2 Visit the local MP station and discuss law enforcement. How many policemen are there? Which ones have a special responsibility? How are they trained to be policemen? What special skills do they have to have? How do they get around the city? Do they have different ranks? What hours do they work? What would happen without them?
	2.2 Explain the impact and significance of decisions. (DECISIONMAKING)					
	2.3 Identify potentially conflicting situations. (DECISIONMAKING)					
	2.4 Compare the various ways conflict has been resolved in different cultures and societies. (DECISION-MAKING)					
	2.5 Participate in a mock election. (POLITICAL SCIENCE)					
	2.6 Explain the concept compromise through the use of current events. (POLITICAL SCIENCE)					

Grade Level: Third Grade

Marking Period: 4th quarter

Suggested Time Frame: 6 weeks (April - May)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	2.7 Describe social conflict among individuals, groups, and nations and the difficulties in achieving peace. (SOCIOLOGY)					
	2.8 Identify current political issues of the local community. (POLITICAL SCIENCE)					
	2.9 Know the tentative nature of hypotheses. (DECISION-MAKING)					
	2.10 Relate standards or values to the issue involved. (DECISIONMAKING)					
	2.11 Suggest satisfactory solutions to a problem. (DECISIONMAKING)					

Grade Level: Third Grade

Marking Period: 4th quarter

Suggested Time Frame: 6 weeks (April - May)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
3. Rules a. Responsibilities and rights b. Laws c. Customs and traditions	3.1 List a set of expected responsibilities of a member of a group. (PSYCHOLOGY) 3.2 Explain the purpose of local traffic laws concerning pedestrians, bicycles, and automobiles. (POLITICAL SCIENCE) 3.3 Describe how taxes are distributed. (ECONOMICS) 3.4 Read, interpret, and follow directions. (SKILLS) 3.5 Describe that privileges for licenses have obligations. (POLITICAL SCIENCE)	pp 164-179 pp 184-193	pp 70-71	pp 159-164	X	F-3 a. Discuss the need for rules in school. Construct a new workable set of rules utilizing leaders. The students should prepare a listing of as many rules as possible which they are required to follow in their school and classroom. They should determine which rules apply to everyone in school and which ones apply only to their classroom. After assembling a list and discussing why such rules are necessary and what could happen without them; act out a real life situation. Students should make a poster or chart about rules that help people get along together at school. b. Develop student awareness of personal contributions and responsibilities to the school community. Open ended questions can promote student involvement. What can I do that makes me proud of myself? What can I do that makes the class a better group? What can I do to help another child? group? What can I do to be a better member of my class? What can I do to learn more?

Grade Level: Third Grade

Marking Period: 4th quarter

Suggested Time Frame: 6 weeks (April - May)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						c. Postage stamps from any nation provide much information about a country's leadership, government, history, material resources, folklore, heroes and heroines, achievements, holidays, and important anniversaries. If some member of the class collects local stamps, have them bring the collection, so the class may examine them or begin saving them as a class project. Design a stamp that the students will find appropriate for a special function: International friendship, national heroes, space age, natural wonders, etc. The stamps should be colorful. Reward the best design.

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